

Student Investment Account Annual Report Questions

This Student Investment Account Annual Report Questions template aims to help districts organize narrative responses to questions prior to submitting their Annual Report via SmartSheet. **Please note that this template will not be submitted** to the Oregon Department of Education; rather it is a tool to support grantees in compiling the necessary information that will need to be cut and paste into SmartSheet.

Annual Report Questions

District or Eligible Charter School

1. There are clear impacts from the reduction in SIA funding and from the direct efforts to respond to COVID-19. While you can't fully set those aside, what is important for your community, including focal student groups, families, and educators, to understand about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred? How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less)

Explainer: In your response to this question, consider what is most important to share with your community about SIA implementation over the last year. As you reflect on the progress made toward the goals and outcomes you were aiming at with SIA funding, consider and speak to the impacts to student mental and behavioral health, and the reduction of academic disparities for focal students.

Our SIA implementation efforts were impacted by the regional wildfires, the Covid-19 pandemic, and a significant reduction in SIA funding. Our 20-21 SIA funds were reduced to \$10, 645.32. With that amount and by braiding other funds, we were still able to hire a PE instructor and added hours for an Instructional Assistant to implement a comprehensive PE and mindfulness program. Due to Pinehurst's rural location and small size, in-person instruction was provided all year. There were times when the district had to implement CDL or a hybrid learning model, but the majority of the year students were in school. Through our ongoing community engagement process this year, having a PE instructor emerged again as a high priority across all our focal groups. This is part of Pinehurst's long-term goal to stabilize academic programs and provide rich opportunities for students.

One of the outcomes we want to see from our SIA plan is:

- More well-rounded education by broadening curricular options for our students, which will enhance social/emotional learning and improve academic achievement

A long-term goal for Pinehurst School District is district sustainability and by providing more educational opportunities for our students that will lead to improved satisfaction with our program which will attract more students, increase enrollment and advance student well-being.

Once again Pinehurst's small size allowed us to target all 17 students individually thereby assuring that the needs of all focal groups were addressed. Every student participated in PE and mindfulness. These were highlights for students in a stressful, COVID dominated year.

Annual Report Questions



District or Eligible Charter School	
<p>2. What barriers, impediments, or challenges to your SIA implementation have you faced or identified that are helpful for your community and/or state leaders to be aware of? (500 words or less)</p> <p><i>Explainer: Through this question, we're aiming to understand barriers and challenges that you experienced or faced in SIA implementation that would be helpful to share with students, families, communities and ODE.</i></p>	<p>With COVID and all the constant changes to Ready Schools Safe Learners guidance, our small district had to spend many hours implementing those requirements and protocols which took the focus off most everything else. Pinehurst implemented a robust reopening plan and was able to provide in person education for most of the year. Fortunately, even with all of the other distractions, our PE instructor was able to work with staff to implement a strong, standards-based PE program.</p> <p>Another challenge was having adequate funds to implement the activity to meet our outcome. We are a small district and, with reduced funding, we only had \$10, 645.32 to spend, which isn't adequate to hire the personnel needed to reach our outcome. Pinehurst was able to braid funds from other resources to hire a PE instructor and increase hours for an Instructional Assistant to implement a comprehensive PE and mindfulness program.</p> <p>We feel very fortunate we were able to find a PE instructor. For small, rural school districts, hiring qualified teachers and assistants is an extremely challenging, ongoing issue. It's very hard to build a sustainable program when you have to rely on the skills of who you CAN hire instead of hiring for specific skills and talents. As we continue to work on broadening curricular options, finding qualified staff will remain a huge challenge.</p>

Annual Report Questions

<p>3. SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. What successes and challenges, if any, have you experienced in maintaining engagement? (500 words or less)</p> <p><i>Explainer: What we're seeking through this question is a reflection of successes and challenges (if any) in engagement over the first year of SIA implementation. We recognize this question may feel a little redundant to one of the recent SIA Plan Update questions; however, we're hoping to get a little more depth in understanding engagement in general over the year, not just as it relates to informing updates to the SIA plan.</i></p>	<p>Pinehurst's 17 students represent 10 families and we have engagement with all 10 families almost every day, mostly about issues pertaining to their student(s) specifically. This past year many of our engagement opportunities were around COVID protocols. Because the SIA engagement process has encouraged us to be more specific about the questions we ask and to elicit feedback about whole school issues not just specific student issues, we were able to gather helpful SIA feedback across all of our focal groups during these opportunities. The quality and breadth of our engagement has grown. Since few parents, students or even staff have thought much about SIA funds priorities and spending, a review of the district's 2020-21 SIA spending priorities, an explanation of the reduction in SIA funds allocated to districts, and the resulting spending of this year's funds was reviewed and shared during community engagement activities. With COVID restrictions we relied on surveys, questionnaires and phone calls home to ensure all families gave input. We did get good quantifiable information. However, we greatly missed in person opportunities last year.</p> <p>The school is often the hub of community activities and without in-person events we had more difficulty engaging families and community members who don't have students in school. Virtual activities often didn't work because of spotty internet. Pinehurst applied and was awarded CDL grant funds to provide more access to stable internet for our families and other community members. Reaching out to families to be sure they had computers, an internet connection and knew how to use them helped increase participation from the focal groups in our school community.</p>
<p>4. Please share your professional assessment of what guided your choices and prioritization efforts in the first year of SIA implementation? What stands out? Anything important or surprising to report back or reflect on? How were key decisions on scaled down implementation made? What impacts, if any, are helpful to name in how you navigated through the last year, specifically as it relates to SIA implementation? (500 words or less)</p> <p><i>Explainer: In your response to this year, we'd like to hear specifically what guided your prioritization of some activities/strategies over others in light of the reduction in funding and/or shifting community needs. Within this</i></p>	<p>Pinehurst leadership relied on input from staff, students, parents, and community to identify its original SIA outcome, strategy, and activities. The conclusion of all our engagement efforts this year was that hiring a PE instructor was still the highest priority. After the reduction in SIA funds we worked to braid other funds and still hire for PE. This was the only activity that we were able to accomplish.</p> <p>The SIA Plan outcome was still the priority:</p> <p>More well-rounded education by broadening curricular options for our students, which will enhance</p>

Annual Report Questions

<p><i>question, you may also offer learnings or surprises that were unanticipated.</i></p>	<p>social/emotional learning and improve academic achievement.</p> <p>By hiring this additional staff member, teachers gained planning time, access to a highly skilled physical education instructor to use as a resource. Students developed skills and eagerly anticipated PE each day.</p> <p>While we know classroom teachers are technically capable of also teaching PE, we found that having a dedicated instructor is much preferable. A qualified PE instructor is able to develop a much more robust and motivating standards-based program.</p>
--	---

5. (Optional) [SIA Progress Markers](#) offer a way to identify early impacts from the investments and strategies SIA grantees are pursuing. While not required, please consider charting your assessment of the significance of the kinds of changes you think happened for these progress markers during the last year as a result or through some contribution of SIA funding or planning processes.

*Explainer: As mentioned in Section 2 of the [Supporting Quality Implementation guidance](#), SIA grantees were asked to track changes (or the beginning of changes) occurring as the result of SIA implementation, but were not expected or required to meet all the progress markers, nor report on them individually. This completely **optional** question is being offered for grantees that would like to start reporting on the changes they are starting to see on the progress markers. Few grantees would see changes in each progress marker and it is ok to only capture changes that have actually occurred. Given this is an optional question, you can also only provide a response to some of the progress markers; you're not required to provide a response to every progress marker. The "no change" option should be selected when there has not been any noticeable changes for a progress marker. The significance of progress marker changes ranges from low significance of change (smaller shifts) to very high significance of change (larger shifts).*

Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<i>Expect to See</i>					
Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.					
An equity lens is in place, adopted, and woven through all policies, procedures and practices.					

Annual Report Questions



Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.					
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.					
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.					
Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.					

Annual Report Questions



Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<i>Like to See</i>					
Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.					
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.					
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.					
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.					
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.					
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.					

Annual Report Questions



Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<i>Love to See</i>					
Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon's English Language Arts and Literacy Standards.					
School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time.					
Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school.					

Pinehurst School District 94 - Student Investment Account

Budget to Actual 2020-2021

Activity #	FTE	Allowable Use Category	Object Code		Original Budget	FTE Revised	Revised Budget	Total Spent 2020-21	Budget Justification Narrative
				Total Expenditures:	\$ 35,530.14		\$ 10,645.32	\$ 10,645.22	
				Allowable Administrative Costs:	\$ 1,776.51		\$ 532.27	\$ 532.26	
				Unbudgeted Funds:	\$0.00		\$0.00	\$0.00	

Proposed Activity

1	0.2	WRE	111	Allocate teacher time for well-rounded educational learning opportunities.	\$ 10,732.14	0.05	\$ 2,371.50	\$ 2,134.35	Allocate time for our teacher to develop and implement well-rounded educational learning opportunities for our students. Includes professional development time.
2	0.3	WRE	112	Part-time adjunct instructor hired for well-rounded educational learning opportunities.	\$ 7,463.00	0.2	\$ 3,725.96	\$ 3,798.89	Hire a part-time adjunct instructor to expand our course offerings in areas such as: PE, outdoor education, STEAM, art and music. Includes professional development time.
3		WRE	2xx	PERS, FICA & Health Insurance Expense	\$ 7,328.00		\$ 1,262.99	\$ 1,507.48	Benefit costs.
4		WRE	4xx	Supplies and materials	\$ 1,734.00		\$ 512.00	\$ 572.33	Supplies and materials for well-round education opportunities.
5	0.1	WRE	111	Allocate teacher time for pre-Kindergarten programs	\$ 3,794.00	0	\$ -	\$ -	Allocate time for our teacher to develop a program to include community outreach to our pre-k families.
6		WRE	2xx	PERS, FICA & Health Insurance Expense	\$ 2,728.00		\$ -	\$ -	Benefit costs.
7	0.04	ADMIN	112	Administrative Indirect Costs	\$ 1,245.00	0.01	\$ 380.00	\$ 380.00	Allocate funds for continued community engagement and SIA management
8		ADMIN	2xx	PERS & FICA	\$ 506.00		\$ 152.87	\$ 152.17	Benefit costs.
9		WRE	31x	Adjunct Instructor for well-rounded educational learning opportunities			\$ 2,240.00	\$ 2,100.00	Adjunct Instructor for well-rounded educational learning opportunities
10					Total FTE	0.23			